



## OFFICE OF PUBLIC INSTRUCTION

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Linda McCulloch  
Superintendent

### Grade 3 Reading Performance/Achievement Descriptors

<b>Advanced</b>	<p>Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.</p> <p>Using grade level text or above, the student is able to:</p> <ul style="list-style-type: none"><li>• Use advanced reading vocabulary</li><li>• Understand simple figurative language and literary elements</li><li>• Distinguish fact from opinion</li><li>• Identify author's purpose</li><li>• Retell information read</li><li>• Interpret and respond to text</li><li>• Compare and contrast</li><li>• Reread to find information</li><li>• Understand main idea and support with details</li><li>• Use prior knowledge to make meaning of text</li><li>• Read a variety of materials</li><li>• Use resource materials</li><li>• Describe reading successes and set reading goals</li></ul>
<b>Proficient</b>	<p>Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.</p> <p>Using grade level text, the student is able to:</p> <ul style="list-style-type: none"><li>• Use appropriate reading vocabulary</li><li>• Understand simple figurative language and literary elements</li><li>• Distinguish fact from opinion</li><li>• Identify author's purpose</li><li>• Retell information read</li><li>• Interpret and respond to text</li><li>• Compare and contrast</li><li>• Reread to find information</li><li>• Understand main idea and support with details</li><li>• Use prior knowledge to make meaning of text</li><li>• Read a variety of materials</li><li>• Use resource materials</li><li>• Describe reading successes and set reading goals</li></ul>
<b>Nearing Proficiency</b>	<p>Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.</p> <p>Using grade level text or near-grade level text, the student is able to:</p> <ul style="list-style-type: none"><li>• Sometimes use vocabulary approaching grade level</li><li>• Make obvious predictions</li><li>• Identify main idea and one supporting detail</li><li>• Decode some unknown words</li><li>• Occasionally understand simple figurative language and literary elements</li><li>• Work inconsistently when working independently</li><li>• Sometimes describe reading successes</li></ul>

<b>Novice</b>	<p>Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems. Using near-grade level text, the student is able to:</p> <ul style="list-style-type: none"> <li>• Use below grade level vocabulary</li> <li>• Make obvious predictions</li> <li>• Sometimes identify main idea and one supporting detail</li> <li>• Decode some unknown words</li> <li>• Occasionally recognize literary elements in works of literature</li> <li>• Work inconsistently when working independently</li> <li>• Rarely describe reading successes</li> </ul>
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### Grade 4 Reading Performance/Achievement Descriptors

<b>Advanced</b>	<p>Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.</p> <p>Using grade level text or above, the student is able to:</p> <ul style="list-style-type: none"><li>• Use advanced reading vocabulary</li><li>• Understand main idea and support with details</li><li>• Use prior knowledge to make meaning of text</li><li>• Read a variety of materials</li><li>• Understand personification, figurative language, and literary devices</li><li>• Distinguish fact from opinion</li><li>• Make inferences</li><li>• Identify author's purpose</li><li>• Read and interpret maps and charts</li><li>• Interpret and respond to text</li><li>• Analyze, organize, and synthesize information</li><li>• Critically evaluate text</li><li>• Read maps and diagrams</li><li>• Use resource materials</li><li>• Describe reading successes and set reading goals</li></ul>
<b>Proficient</b>	<p>Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.</p> <p>Using grade level text, the student is able to:</p> <ul style="list-style-type: none"><li>• Use appropriate reading vocabulary</li><li>• Understand personification, figurative language, and literary devices</li><li>• Distinguish fact from opinion</li><li>• Make inferences</li><li>• Identify author's purpose</li><li>• Analyze and organize information</li><li>• Interpret and respond to text</li><li>• Compare and contrast</li><li>• Reread to find information</li><li>• Understand main idea and support with details</li><li>• Use prior knowledge to make meaning of text</li><li>• Read a variety of materials</li><li>• Read maps and diagrams</li><li>• Use resource materials</li><li>• Justify predictions</li><li>• Describe reading successes and set reading goals</li></ul>

<b>Nearing Proficiency</b>	<p>Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.</p> <p>Using grade level text or near-grade level text, the student is able to:</p> <ul style="list-style-type: none"> <li>• Sometimes use vocabulary approaching grade level</li> <li>• Recall what was read</li> <li>• Demonstrate some ability to summarize</li> <li>• Begin to use context to gain understanding</li> <li>• Understand main idea</li> <li>• Identify supporting details</li> <li>• Understand word parts (prefixes)</li> <li>• Make predictions and draw conclusions</li> <li>• Follow directions</li> <li>• Sometimes describe reading successes and set reading goals</li> </ul>
<b>Novice</b>	<p>Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.</p> <p>Using near-grade level text, the student is able to:</p> <ul style="list-style-type: none"> <li>• Use below grade level vocabulary</li> <li>• Use prior knowledge to answer questions</li> <li>• Sometimes summarize main idea</li> <li>• Identify some details</li> <li>• Make comparisons</li> <li>• Identify subheadings</li> <li>• Make simple inferences</li> <li>• Rarely describe reading successes and set reading goals</li> </ul>



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### Grade 5 Reading Performance/Achievement Descriptors

<b>Advanced</b>	<p>Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.</p> <p>Using grade level text or above, the student is able to:</p> <ul style="list-style-type: none"><li>• Use advanced reading vocabulary</li><li>• Understand literary elements and devices</li><li>• Distinguish fact from opinion</li><li>• Identify inferred and stated main ideas</li><li>• Identify author's purpose</li><li>• Analyze and organize information</li><li>• Interpret and respond to text in a variety of ways</li><li>• Compare and contrast information from variety of sources</li><li>• Reread to find information</li><li>• Make connections with prior knowledge</li><li>• Read a variety of materials</li><li>• Interpret maps and diagrams</li><li>• Use resource materials</li><li>• Justify predictions</li><li>• Set reading goals and describe reading progress</li></ul>
<b>Proficient</b>	<p>Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.</p> <p>Using grade level text, the student is able to:</p> <ul style="list-style-type: none"><li>• Use appropriate reading vocabulary</li><li>• Understand literary elements and devices</li><li>• Distinguish fact from opinion</li><li>• Begin to identify inferred and stated main ideas</li><li>• Identify author's purpose</li><li>• Analyze and organize information</li><li>• Interpret and respond to text</li><li>• Compare and contrast information from variety of sources</li><li>• Reread to find information</li><li>• Make connections with prior knowledge</li><li>• Read a variety of materials</li><li>• Read maps and diagrams</li><li>• Use resource materials</li><li>• Justify predictions</li><li>• Set reading goals and describe reading progress</li></ul>
<b>Nearing Proficiency</b>	<p>Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.</p> <p>Using grade level text or near-grade level text, the student is able to:</p> <ul style="list-style-type: none"><li>• Sometimes use vocabulary approaching grade level</li><li>• Make obvious predictions</li><li>• Identify main idea and one supporting detail</li><li>• Decode some unknown words</li><li>• Sometimes recognize literary elements in works of literature</li><li>• Sometimes set reading goals and describe reading progress</li></ul>

<b>Novice</b>	<p>Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.</p> <p>Using near-grade level text, the student is able to:</p> <ul style="list-style-type: none"> <li>• Use below grade level vocabulary</li> <li>• Use prior knowledge to answer questions</li> <li>• Sometimes summarize main idea</li> <li>• Identify some details</li> <li>• Make comparisons</li> <li>• Make simple inferences</li> <li>• Occasionally recognize literary elements in works of literature</li> <li>• Rarely describe reading successes and set reading goals</li> </ul>
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### Grade 6 Reading Performance/Achievement Descriptors

<b>Advanced</b>	<p>Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.</p> <p>Using grade level text or above, the student is able to:</p> <ul style="list-style-type: none"><li>• Use a rich and varied reading and listening vocabulary</li><li>• Apply a variety of strategies (e.g., decode unknown words, use comprehension strategies) when reading literature and content area material</li><li>• Consistently apply complex thinking skills – identify a variety of purposes for reading, select appropriate reading material to meet a variety of purposes, compare and contrast information and begin to draw conclusions, make simple connections, make predictions, interpret stated and inferred main and subordinate ideas, identify important supporting details, and respond using a variety of modes to reading material,</li><li>• Compare and begin to analyze a variety of literary elements/devices</li><li>• Recognizes how authors use literary devices for various purposes</li><li>• Set, monitor progress toward, and meet reading goals</li></ul>
<b>Proficient</b>	<p>Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.</p> <p>Using grade level text, the student is able to:</p> <ul style="list-style-type: none"><li>• Use a broad vocabulary at grade level</li><li>• Generally make predictions and connections</li><li>• Begin to identify inferred and stated main ideas</li><li>• Identify several purposes for reading and often select appropriate reading material to meet a variety of purposes</li><li>• Occasionally recognize an author's point of view</li><li>• Compare and contrast information from variety of sources</li><li>• Usually apply, articulate, and self-monitor decoding and comprehension strategies when reading literature and content area material</li><li>• Identify and compare some literary devices</li><li>• Set, monitor progress toward, and often meet reading goals</li></ul>
<b>Nearing Proficiency</b>	<p>Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.</p> <p>Using grade level text or near-grade level text, the student is able to:</p> <ul style="list-style-type: none"><li>• Sometimes use vocabulary approaching grade level</li><li>• Actively make obvious and simple predictions and connections between new material and prior knowledge</li><li>• Sometimes summarize main idea</li><li>• Usually decode unknown words and apply a few strategies when reading</li><li>• Identify and compare a few literary elements and devices</li><li>• Generally apply, articulate, and self-monitor decoding and comprehension strategies; and sometimes evaluates reading progress</li><li>• Sometimes set and sometimes meet reading goals</li><li>• Identify several purposes for reading and sometimes select appropriate material</li><li>• Occasionally recognize an author's point of view and identify a few literary devices</li></ul>
<b>Novice</b>	<p>Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.</p> <p>Using near-grade level text, the student is able to:</p> <ul style="list-style-type: none"><li>• Use below grade level vocabulary</li><li>• Sometimes make obvious and simple predictions and connections between new material and prior knowledge</li><li>• Sometimes summarize main idea</li><li>• Sometimes decode unknown words and apply a few strategies when reading</li><li>• Occasionally identify purposes for reading and sometimes select appropriate material</li><li>• Sometimes identify literary elements and devices</li><li>• Rarely apply, articulate, or self-monitor decoding and comprehension strategies; rarely evaluate reading progress</li><li>• Rarely set or meet reading goals</li></ul>



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### Grade 7 Reading Performance/Achievement Descriptors

<b>Advanced</b>	<p>Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.</p> <p>Using grade level text or above, the student is able to:</p> <ul style="list-style-type: none"><li>• Use a substantial reading and listening vocabulary</li><li>• Apply a variety of strategies (e.g., decode unknown words, use comprehension strategies) when reading literature and content area material</li><li>• Consistently apply complex thinking skills – define purposes for reading, select appropriate material to meet reading purposes, recognize an author's point of view and purpose, make connections, make predictions, make complex connections between new material and prior knowledge, interpret stated and inferred main and subordinate ideas, identify important supporting details, and respond using a variety of modes to reading material, use information from a variety of print and non-print sources to support an argument</li><li>• Begin to analyze and evaluate a variety of literary elements and devices</li><li>• Set, monitor progress toward, and meet reading goals</li></ul>
<b>Proficient</b>	<p>Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.</p> <p>Using grade level text, the student is able to:</p> <ul style="list-style-type: none"><li>• Use reading and listening vocabulary appropriate to grade level</li><li>• Usually define purposes for reading and select appropriate material to meet reading purpose</li><li>• Sometimes make predictions and connections between new material and prior knowledge</li><li>• Begin to infer stated and inferred main ideas, identifies important supporting details</li><li>• Begin to interpret at grade level</li><li>• Usually recognize author's point of view</li><li>• Compare, contrast, and integrate information from several print and non-print sources</li><li>• Decode unknown words and apply several strategies when reading literature and content area material</li><li>• Compare literary elements and devices</li><li>• Set, monitor progress towards, and often meet reading goals</li></ul>
<b>Nearing Proficiency</b>	<p>Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.</p> <p>Using grade level text or near-grade level text, the student is able to:</p> <ul style="list-style-type: none"><li>• Use a limited reading and listening vocabulary approaching grade level</li><li>• Sometimes select appropriate material to meet reading purposes, and sometimes define purposes for reading</li><li>• Most of time make obvious predictions and simple connections between new material and prior knowledge</li><li>• Summarize and begin to interpret stated main ideas and important supporting details</li><li>• Sometimes recognize purpose an author's point of view and purpose</li><li>• Compare, contrast, and integrate information from print and non-print source</li><li>• Generally apply, articulate, and self-monitor decoding and a few comprehension strategies when reading literature and content area material</li><li>• Identify and compare some literary elements and devices</li><li>• Often set and sometimes meet reading goals, sometimes evaluate reading progress</li></ul>

<b>Novice</b>	<p>Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.</p> <p>Using near-grade level text, the student is able to:</p> <ul style="list-style-type: none"> <li>• Use a limited reading and listening vocabulary below grade level</li> <li>• Occasionally select appropriate material to meet reading purposes, and occasionally define purposes for reading</li> <li>• Sometimes make obvious predictions and simple connections between new material and prior knowledge</li> <li>• Sometimes summarize and begin to interpret stated main ideas and important supporting details</li> <li>• Occasionally recognize an author's point of view and purpose</li> <li>• Sometimes compare, contrast, and integrate information from print and non-print source</li> <li>• Rarely apply, articulate, and self-monitor decoding and comprehension strategies when reading literature and content area material</li> <li>• Rarely identify and compare literary elements and devices</li> <li>• Rarely set or sometimes meet reading goals</li> </ul>
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### Grade 8 Reading Performance/Achievement Descriptors

<b>Advanced</b>	<p>Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.</p> <p>Using grade level text or above, the student is able to:</p> <ul style="list-style-type: none"><li>• * Apply a rich and varied content vocabulary</li><li>• * Consistently apply complex thinking skills – connect ideas, make predictions, explain causal relationships</li><li>• * Demonstrate emerging analytical thinking</li><li>• * Apply literary elements</li><li>• Apply inferential thinking</li><li>• Understand different genres</li><li>• Interpret figurative language</li><li>• Set, monitor progress toward, and meet reading goals</li></ul>
<b>Proficient</b>	<p>Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.</p> <p>Using grade level text, the student is able to:</p> <ul style="list-style-type: none"><li>• * Use emerging content vocabulary</li><li>• * Apply complex thinking skills – connect ideas, make predictions, explain causal relationships, use metaphorical thinking and emerging inference skills</li><li>• * Emerging understanding of literary elements and emerging/basic figurative comprehension</li><li>• * Use word structures to enhance meaning</li><li>• Recognize different genres</li><li>• Basic recognition of figurative language</li><li>• Set, monitor progress toward, and meet reading goals</li></ul>
<b>Nearing Proficiency</b>	<p>Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.</p> <p>Using grade level text or near-grade level text, the student is able to:</p> <ul style="list-style-type: none"><li>• * Use limited content vocabulary</li><li>• * Apply some thinking skills – demonstrate literal comprehension, make some connections to prior knowledge, find answers when stated in text</li><li>• * Limited understanding of literary elements</li><li>• * Understand basic word structures</li><li>• Understand difference between fiction and non-fiction</li><li>• Often set and sometimes meet reading goals, sometimes evaluate reading progress</li></ul>

<b>Novice</b>	<p>Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.</p> <p>Using near-grade level text, the student is able to:</p> <ul style="list-style-type: none"> <li>• * Minimal content vocabulary</li> <li>• * Minimal understanding of literary elements</li> <li>• * Concrete comprehension</li> <li>• * Emerging understanding of basic word structures</li> <li>• Make minimal connections to prior knowledge</li> <li>• Sometimes find answers when stated in text</li> <li>• Sometimes understand difference between fiction and non-fiction</li> <li>• Rarely set or meet reading goals</li> </ul>
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\* top 4 in each category are most important



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### Grade 10 Reading Performance/Achievement Descriptors

<b>Advanced</b>	<p>Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.</p> <p>Using grade level text or above, the student is able to:</p> <ul style="list-style-type: none"><li>• Apply a rich and varied content vocabulary</li><li>• Consistently apply complex thinking skills – extend and connect ideas, make complex predictions, analyze and evaluate causal relationships, describe abstract themes &amp; ideas, formulate complex arguments with strong supporting evidence</li><li>• Apply literary elements</li><li>• Apply inferential thinking</li><li>• Understand different genres</li><li>• Flexibly use a variety of strategies to interpret language, literary characteristics &amp; overall intent</li><li>• Set, monitor progress toward, and meet reading goals</li></ul>
<b>Proficient</b>	<p>Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.</p> <p>Using grade level text, the student is able to:</p> <ul style="list-style-type: none"><li>• Use a substantial reading and content vocabulary</li><li>• Apply complex thinking skills – make &amp; revise predictions, explains inferences, analyze causal relationships, formulate arguments with supporting evidence</li><li>• Usually paraphrase accurately</li><li>• Use a variety of strategies to interpret language, literary characteristics &amp; overall intent</li><li>• Analyze the author's uses of literary devices</li><li>• Set, monitor progress toward, and meet reading goals</li></ul>
<b>Nearing Proficiency</b>	<p>Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.</p> <p>Using grade level text or near-grade level text, the student is able to:</p> <ul style="list-style-type: none"><li>• Use a limited 10<sup>th</sup> grade vocabulary</li><li>• Occasionally apply complex thinking skills – make predictions, identify inferences, describe causal relationships, frequently paraphrase accurately, formulate arguments with limited supporting evidence, identify elements of an author's style</li><li>• Use a limited variety of strategies to interpret the language, literary characteristics &amp; overall intent</li><li>• Use a limited range of reading purposes</li><li>• Often set and sometimes meets reading goals, sometimes evaluate reading progress</li></ul>

<b>Novice</b>	<p>Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.</p> <p>Using near-grade level text, the student is able to:</p> <ul style="list-style-type: none"> <li>• Use a reading vocabulary below Grade 10</li> <li>• Make simple predictions &amp; inferences</li> <li>• Not often grasp the meaning of causal relationships</li> <li>• Sometimes paraphrase accurately</li> <li>• Sometimes formulate arguments with limited supporting evidence and provide simple responses</li> <li>• Rely primarily on a few strategies to interpret language, literary characteristics &amp; overall intent</li> <li>• Understand a limited range of reading purposes</li> <li>• Compare &amp; contrast but infrequently analyze or apply complex thinking skills</li> <li>• Rarely set or meet reading goals</li> </ul>
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